Kemendikdasmen KEMENAG GPE Transforming Education KREASI Kolaborasi untuk Edukasi Anak Indonesia Save the Children

September-October 2026

Jejak KREASI



ARTICLE 33 INDONESIA Guru Belajar Foundation LP MA'ARIF NU MAJELIS DIKDASMEN DAN PNF PIMPINAN PUSAT MUHAMMADIYAH Wahana Visi INDONESIA STIMULANT INSTITUTE

Strengthening Capabilities, Expanding Impact

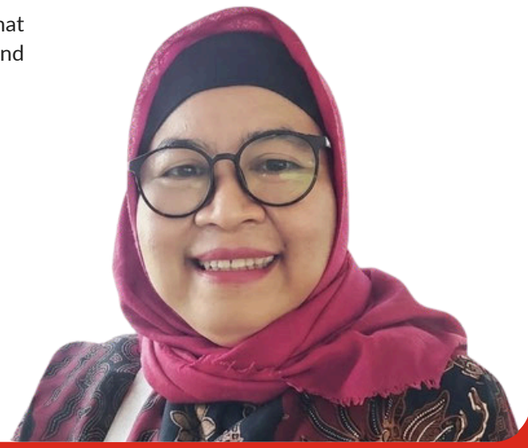
September and October 2026 marked an important period in KREASI's ongoing efforts to strengthen foundational learning across the districts where we work. During these two months, KREASI continued to invest in the professional development of local education practitioners through Teacher Professional Development (TPD) Module II on Numeracy and Principal Professional Development (PPD) Module II training in Jakarta, bringing together district master trainers, local facilitators, and local implementing partners.

Training is one of many steps towards improving the quality of education. Its success lies not simply in completing the training, but in how teachers and school principals put what they have learned into everyday practice. Through these efforts, we hope to support teachers in making learning more meaningful, strengthen the role of school principals as instructional leaders, and create more opportunities for every child to learn and reach their full potential.

In this edition of Jejak KREASI, we share stories of teachers, school principals, local governments, and communities working together to strengthen literacy and numeracy while creating safe, inclusive, and enjoyable learning environments for children. These stories remind us that improving education is a shared responsibility. It takes continued collaboration, commitment, and a willingness to learn from one another to ensure that more children across Indonesia have equal access to quality education.

I hope you enjoy reading this edition and that the stories inspire us all to keep learning and working together.

Salam hangat,
Alifah Sri Lestari
Chief of Party, KREASI
Save the Children





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Local Implementing Partners:



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Ministry of Religious Affairs and Save the Children Strengthen Safe, Inclusive, and Child-Friendly Madrasahs and Islamic Boarding Schools



The Ministry of Religious Affairs of the Republic of Indonesia and Save the Children Indonesia signed a Memorandum of Understanding on Supporting Quality Education Services in Jakarta on 21 September 2026. The partnership marks an important step toward strengthening the ecosystem of madrasahs and Islamic boarding schools (pesantren) to become safer, more inclusive, equitable, child-friendly, and more resilient to climate change and disasters.

"This collaboration between the Ministry of Religious Affairs and Save the Children Indonesia is a noble step toward preparing Indonesia's future generations. It should not stop at a signed document, but serve as a foundation for concrete programs that improve the quality of education services, particularly for madrasahs, pesantren, and other religious education institutions," said Kamaruddin Amir, Secretary General of the Ministry of Religious Affairs.

The partnership focuses on strengthening the capacity of teachers, education personnel, and school leaders in areas including literacy and numeracy, school management, child protection, gender equality, mental health support, child participation, and disaster preparedness and resilience in the face of climate change.

This collaboration also brings together faith-based educational values and environmental stewardship. Through an ecotheology approach, students can be encouraged to understand that protecting the environment is a shared responsibility toward both current and future generations.

The partnership builds on a range of experiences and good practices that have already been implemented to support education and children's rights.

Through the KREASI Program (Kolaborasi untuk Edukasi Anak Indonesia), supported by the Global Partnership for Education and the Indonesia Local Education Group (Mitra Pendidikan

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Indonesia), co-chaired by the Ministry of Primary and Secondary Education and the Ministry of Religious Affairs, efforts have been made to strengthen literacy and numeracy, enhance child protection, and create safe and inclusive learning environments in Indonesia's frontier, outermost, and disadvantaged regions (3T areas).

Meanwhile, through the We See Equal (WSE) Program, supported by Procter & Gamble, Save the Children Indonesia and the Ministry of Religious Affairs have worked together to promote gender equality, strengthen child protection, and expand mental health support within madrasahs.

These experiences are further complemented by lessons learned from the Climate Generation Action Campaign (Aksi Generasi Iklim/AGI), which encourages children and young people to actively participate in addressing climate change. In addition, through its humanitarian programs, Save the Children Indonesia has supported efforts to strengthen the resilience of children and educational institutions in responding to disasters, climate change, and various crisis situations.





"This partnership reflects Save the Children Indonesia's commitment to supporting the fulfillment of children's rights in Indonesia, including ensuring every child's right to education, particularly within religious education institutions under the Ministry of Religious Affairs. We demonstrate this commitment by continuously aligning our programs with the Ministry's priority initiatives, such as the Love-Based Curriculum, Ecotheology, and Child-Friendly Madrasahs and Pesantren, so that our collaboration can generate broader benefits and greater impact for children across Indonesia," said Dessy Kurwiany Ukar, CEO of Save the Children Indonesia.

Through this Memorandum of Understanding, Save the Children Indonesia hopes that the lessons learned and good practices developed through these initiatives can be connected with the Ministry's policies and priorities, creating opportunities for further adaptation, expansion, and replication across more madrasahs and pesantren.

Moving forward, both institutions are expected to translate this partnership into concrete actions, including capacity-strengthening initiatives, policy and guideline development, knowledge exchange, program integration, and the scaling up of effective practices.

Ultimately, this collaboration seeks to support education services that go beyond academic achievement alone. It aims to ensure that every child can learn in an environment where they are safe, able to grow and thrive, heard and included, and provided with protection and equal opportunities to reach their full potential.

Save the Children Presents KREASI's Third Quarter Progress to Local Education Group

Save the Children presented the progress of the KREASI Program during the Indonesia Local Education Group (Mitra Pendidikan Indonesia/MPI) Third Quarter Workshop 2026, which brought together governmen representatives, donors, and education development partners on 1 September 2026. The meeting was attended by a wide range of partner organizations, including UNICEF, Plan Indonesia, the Center for Education Standards and Policy (Pusat Standar dan Kebijakan Pendidikan/PSPK), the Southeast Asian Ministers of Education Organization (SEAMEO), UNESCO, SMERU, Article 33 Indonesia, JPPI, as well as the Global Partnership for Education (GPE), the World Bank, and LP Ma'arif NU, who joined virtually.

During the discussion on GPE-supported programs in Indonesia, participants reviewed a range of ongoing and planned education initiatives. Updates were provided on several strategic programs, including the GPE System Capacity Grant managed by UNICEF, the GPE Multiplier Grant implemented by Save the Children through the KREASI Program, GPE KIX EMAP implemented by PSPK, and GPE Education Out Loud managed by JPPI.

Progress achieved by the KREASI Program between April and August 2026 was presented by Alifah Sri Lestari, Chief of Party of KREASI at Save the Children. She highlighted key accomplishments in implementing activities focused on improving the quality of foundational education through strengthened literacy, numeracy, and character development for early childhood and primary school students across KREASI's intervention areas.

The presentation received positive feedback from workshop participants and sparked discussions with representatives from the Ministry of Religious Affairs, UNICEF, and Australia's Department of Foreign Affairs and Trade (DFAT). Participants noted that KREASI's approach of strengthening the capacity of local governments, schools, teachers, and school leaders is an important strategy for ensuring the sustainability of education quality improvements.

In his remarks, Toni Toharudin, Head of the Agency for Primary and Secondary Education Policy and MPI Co-Chair representing the Ministry of Primary and Secondary Education, emphasized that GPE-supported programs, including KREASI, are closely aligned with Indonesia's national education development agenda.



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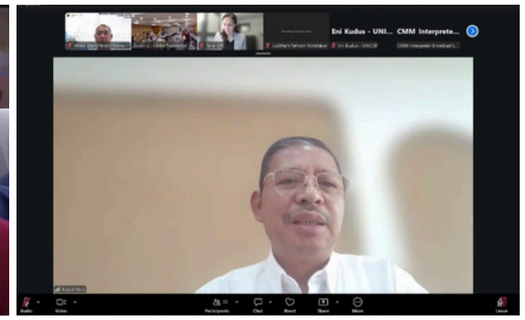



"GPE-supported programs in Indonesia have contributed to key government priorities, ranging from addressing the issue of Out-of-School Children (Anak Tidak Sekolah/ATS), strengthening literacy and numeracy based on national assessment results, to expanding access to education services in frontier, outermost, and disadvantaged regions. The collaboration that has been built over the years provides an important foundation for accelerating quality education for all Indonesian children," he stated.

IHe also highlighted the importance of using the PISA 2025 results as a collective opportunity for reflection and improvement. According to him, strengthening teacher competency must remain a top priority in preparation for PISA 2029, alongside enhancing the implementation of Deep Learning (Pembelajaran Mendalam) approaches and increasing the use of assessment data, including the Academic Competency Test (Tes Kemampuan Akademik/TKA), as a basis for education policies and programming.

Meanwhile, Amien Suyitno, Director General of Islamic Education and MPI Co-Chair representing the Ministry of Religious Affairs, joined the workshop virtually and shared that the implementation of the Love-Based Curriculum (Kurikulum Berbasis Cinta) and the strengthening of ecotheology are among the ministry's current priorities.

"The role of GPE and all education partners is crucial in supporting various education transformation agendas, including strengthening regulations that support the implementation of the Love-Based Curriculum and ecotheology," he said.

He added that the Directorate General of Islamic Education continues to work toward improving literacy, numeracy, and science outcomes in madrasahs. Partnerships with various stakeholders, including GPE-supported programs, are therefore considered essential for expanding support to education institutions, particularly private madrasahs that continue to require strengthened capacity and resources.
Through its participation in this meeting, the KREASI Program reaffirmed its commitment to supporting Indonesia's national education priorities through strengthening education system capacity, improving the quality of foundational learning, and fostering close collaboration with government institutions and education development partners across Indonesia.



KREASI Strengthens Master Trainers TPD Through Numeracy Module II Training

KREASI Save the Children conducted the Numeracy Module II Training for Master Trainers (Pelatih Utama Daerah/PUD) under the Teacher Professional Development (TPD) program from 31 August to 4 September 2026 in Jakarta. The training formed part of KREASI's efforts to strengthen the quality of numeracy instruction in primary schools and Madrasah Ibtidaiyah (MI) through a cascading teacher professional development system. Participants included master trainers and representatives of local implementing partners from KREASI's eight partner districts.



Alifah Sri Lestari, Chief of Party of KREASI Save the Children, emphasized that strengthening the capacity of master trainers is a critical step in ensuring that improvements in numeracy instruction can reach more teachers and students in a sustainable manner.

"Master Trainers play a strategic role in ensuring the quality of Numeracy Module implementation across all program areas. Through this training, we aim to build a shared understanding of key numeracy concepts while strengthening participants' facilitation skills so they can effectively mentor local facilitators and teachers. Ultimately, investing in educators' professional development is expected to contribute to improving Indonesian children's numeracy skills," she said.

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Over the five-day training, participants explored the core content of Numeracy Module II, including foundations of mathematics teaching and learning, numeracy concepts, classroom management, number sense, mathematical operations, fractions, measurement, geometry, data and uncertainty, and the development of student-centered lesson plans. Participants also took part in microteaching sessions, training simulations, and facilitation practice to strengthen their readiness to train local facilitators in their respective districts.

In addition to deepening participants' understanding of numeracy content, the training integrated character education, climate change awareness, Gender Equality, Disability, and Social Inclusion (GEDSI) principles, and classroom management practices that support inclusive and meaningful learning experiences for all students.

The training also provided a forum for participants to exchange experiences and discuss challenges related to numeracy instruction in their local contexts. Through a collaborative learning approach, participants were encouraged to develop more contextualized teaching strategies capable of strengthening students' mathematical thinking skills.











At the conclusion of the training, all participants developed follow-up action plans to guide the implementation of Numeracy Module II training for local facilitators and teachers in their respective districts. These plans are expected to strengthen mentoring processes and support the effective application of numeracy teaching practices at the school level.

Through this initiative, KREASI continues to reinforce its commitment to supporting the Government of Indonesia in improving the quality of literacy and numeracy learning. At the same time, the program seeks to ensure that every child has access to better learning opportunities through competent teachers who are supported by sustainable professional development and mentoring systems.





KREASI Conducts PPD Module II Training to Strengthen the Strategic Role of School Leaders

KREASI Save the Children conducted the Principal Professional Development (PPD) Module II Training for Local Facilitators (Fasilitator Daerah/Fasda) from 14-18 September 2026. The training forms part of KREASI's efforts to strengthen the capacity of school and madrasah leaders in improving foundational learning outcomes, particularly in literacy, numeracy, and character development, across the program's eight partner districts.

The training brought together local facilitators and implementating partner staff to explore various dimensions of school leadership, encompassing both managerial and social responsibilities. Topics covered included developing school vision statements, asset management and mobilization, fostering a Safe and Comfortable School Culture (Budaya Sekolah Aman dan Nyaman/BSAN), school program management, leadership delegation, the development of impactful School Activity and Budget Plans (Rencana Kegiatan dan Anggaran Sekolah/RKAS), and strengthening school partnerships to support student learning.

In his opening remarks, Abdul Basit, Head of the Curriculum and Evaluation Sub-Directorate of the Directorate of Madrasah Education, Ministry of Religious Affairs, highlighted the strategic role of school and madrasah principals as instructional leaders.

According to him, school leaders should no longer focus primarily on teaching duties due to staffing limitations. Instead, they must embrace their core role as leaders and supervisors who drive continuous improvements in educational quality within their institutions.

"Local facilitators play an important role in helping school and madrasah principals build a shared vision and collective commitment to achieving literacy and numeracy improvement targets. A school's success is not simply measured by implementing programs, but by achieving meaningful outcomes that all those involved in the mentoring process can take pride in," he said.



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Throughout the training, participants not only studied the content of PPD Module II but also strengthened their facilitation skills through daily facilitation practice sessions. This approach was designed to ensure that Fasda participants are well prepared to deliver the training effectively to school leaders and cluster facilitators within the cascading training system implemented by KREASI.

In addition to strengthening leadership competencies, the training integrated character education, climate change awareness, Gender Equality, Disability, and Social Inclusion (GEDSI) principles, and positive discipline approaches as essential elements of inclusive and student-centered leadership practices.

At the end of the training, participants developed follow-up action plans to guide the implementation of PPD Module II training in their respective regions. These plans are expected to support consistent mentoring for school leaders and contribute to improvements in teaching and learning quality at target schools.



The training was officially closed by Iwan Junaedi, Director of School Principals, School Supervisors, and Education Personnel at the Ministry of Primary and Secondary Education, who expressed appreciation for the collaboration among various stakeholders in strengthening school leadership capacity. In his closing remarks, he emphasized that school principals play a central role in fostering positive learning cultures and ensuring that every child receives quality education services.



Ia berharap para fasilitator daerah yang telah mengikuti pelatihan dapat menjadi agen perubahan di daerah masing-masing dan mampu mendampingi kepala sekolah dalam menerapkan praktik kepemimpinan yang efektif, berbasis data, dan berorientasi pada peningkatan hasil belajar murid.

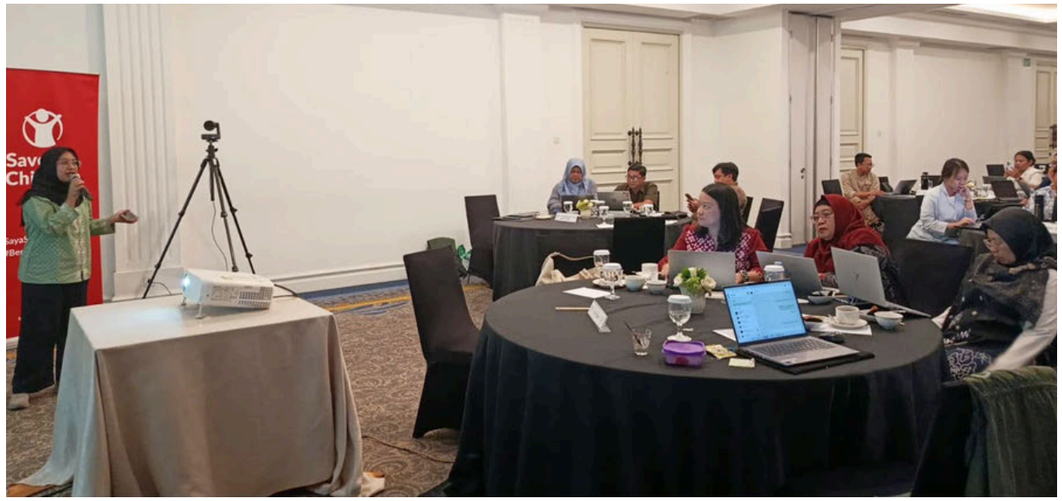
Melalui pelatihan ini, Program KREASI memperkuat komitmennya untuk mendukung peningkatan kualitas pendidikan fondasional di Indonesia melalui pengembangan kapasitas pemimpin sekolah yang mampu mendorong perubahan berkelanjutan di tingkat satuan pendidikan.











Save the Children Holds Second Quarter Meeting with KREASI Local Implementing Partners to Strengthen the Program

Through the KREASI Program, Save the Children convened its second-quarter coordination meeting with Local Implementing Partners (LIPs) as a platform for collective coordination and reflection to ensure effective program delivery across regions and alignment with established targets. Held on 23 September 2026, the meeting also provided an opportunity for partners to share achievements, identify challenges, and develop strategic actions for the next implementation period.

During the meeting, the national program team presented updates on program implementation from July to September 2026. A range of capacity-strengthening activities had been completed, including cascading trainings for trainers and regional facilitators, as well as workshops aimed at enhancing partner capacities in supply chain management, financial management, monitoring, evaluation, learning, and program communications. These accomplishments reflect a shared commitment to strengthening the quality of program implementation at the local level.

In addition to reviewing program progress, the quarterly meeting served as a valuable opportunity for Local Implementing Partners to share field experiences and lessons learned. Participants engaged in open discussions on various implementation challenges, including the impact of haze caused by forest and land fires in West Kalimantan, which affected several program activities. Through this forum, participants collaboratively explored solutions and adaptive strategies to ensure activities could continue while addressing local needs and contexts.

The meeting further underscored the importance of collaboration between the national team and local partners in achieving the program's objectives. Through regular quarterly coordination, all stakeholders can strengthen synergy, align work plans, and ensure that emerging challenges are addressed collectively and in a timely manner.

Looking ahead, the KREASI Program will continue implementing key strategic activities, including the Provincial Steering Committee meetings and preparations for developing the third-year activity package through reflection workshops and strengthened school monitoring mechanisms. These efforts are expected to enhance the program's impact in supporting improved education quality for children across Indonesia.

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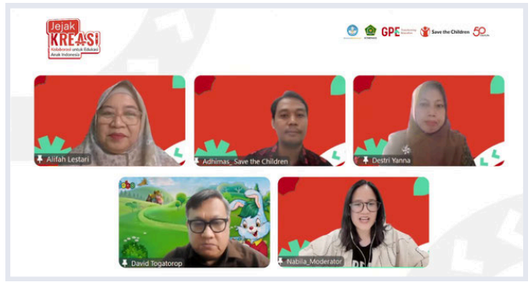
Jejak KREASI Marks International Literacy Day, Highlighting the Importance of Stories That Reflect Children's Lives

To commemorate International Literacy Day 2026, KREASI organized a Jejak KREASI webinar entitled "Bringing Children's Worlds to Life Through Stories." The event brought together education practitioners, teachers, and children's media professionals to share experiences and insights on the importance of creating meaningful literacy experiences for children.

The webinar was held online and livestreamed through KREASI's YouTube channel. It attracted teachers, educators, literacy advocates, development partners, university students, media representatives, and members of the public who share an interest in education and child development.

Opening the event, Alifah Lestari, Chief of Party of KREASI Save the Children, emphasized that literacy is not only about the ability to read but also about how children develop understanding, imagination, curiosity, and critical thinking through their interactions with meaningful reading materials.

"Children need opportunities to encounter stories that reflect their own lives, stories that make them feel connected, curious, and eager to keep reading. Strengthening literacy, therefore, is not only about providing access to books, but also about equipping teachers with the skills to create reading experiences that are enjoyable, relevant, and meaningful for every child," said Alifah.





During the first session, Adhimas Wijaya, KREASI Education Manager, presented how the KREASI Program strengthens teachers' capacity through its Teacher Professional Development (TPD) package. He explained that teachers play a critical role in providing learning experiences that respond to students' abilities, needs, and stages of development, including fostering a culture of literacy in the classroom.

The second session featured Destri Yanna, a KREASI-supported teacher, who shared best practices in using books and storytelling as part of the learning process. She explained how stories that are closely connected to children's daily lives and local surroundings can increase student engagement and encourage children to ask questions, participate in discussions, and explore new ideas more actively.

Meanwhile, David Togatorop, Editor-in-Chief of Bobo Magazine, discussed the key elements that make stories engaging for children. He highlighted the importance of aligning story content with children's age and developmental stage, as well as how characters, plotlines, illustrations, and language work together to sustain curiosity and foster a love of reading.

During the discussion session, all three speakers agreed that strong literacy skills are not developed solely through technical reading abilities. Rather, they emerge from positive reading experiences that help children enjoy the process of reading and feel connected to the books and stories they encounter.

Through this edition of Jejak KREASI, participants gained valuable perspectives and practical examples related to strengthening teacher capacity, selecting age-appropriate reading materials, and using storytelling as an effective learning tool. The event is expected to inspire more educators, parents, and stakeholders to create reading experiences that are enjoyable, relevant, and meaningful for children across Indonesia.

Watch the full videos:

https://www.youtube.com/live/kTcRVn5b84w?si=vOr10GPTkYLv5-pa



Four Days of Training: KREASI Nias Utara Strengthens Instructional Leadership for 36 School Principals

KREASI Nias Utara, in collaboration with the Nias Utara Education Office, organized the School Principal Capacity Building Training Module II from 13-16 October 2026. The training aimed to strengthen instructional leadership, improve literacy and numeracy outcomes, and promote data-driven school program management aligned with students' needs.

The training brought together 36 school principals and supervisors, serving as a space for learning, reflection, and sharing best practices to address challenges in managing educational institutions. Participants were supported by local facilitators through group discussions, program planning exercises, problem analysis, and follow-up action planning.

Over four days, participants explored key topics including numeracy enhancement, the development of school vision and mission statements, asset-based school management, fostering safe and positive school cultures, leadership delegation, and stakeholder engagement.

On the first day, participants reflected on the learning from Module I and deepened their understanding of strategies to strengthen numeracy through numeracy discussions, contextual learning approaches, and the creation of numeracy-rich classroom environments. The second day focused on maximizing school assets and developing school cultures that are safe, comfortable, and enjoyable for students.

On the third day, participants learned how to use the Education Report Card (Rapor Pendidikan) to identify challenges and determine improvement priorities. Through fishbone diagram exercises, participants analyzed factors affecting literacy and numeracy outcomes, including teaching methods, the availability of learning resources, student capabilities, and family support.

Participants also shared best practices, including the Belimas (Baca Efektif Lima Belas Menit Asyik, or "Fun Fifteen-Minute Effective Reading") program, which promotes reading habits through regular reading activities, reading journals, and teacher involvement. This discussion reinforced the understanding that improving educational quality requires clear role distribution, collaboration, and sustained mentoring.

On the final day, participants developed follow-up action plans to be implemented through February 2027. These plans include discussions with teachers to review the school's vision and mission and develop school programs, initiatives to strengthen safe and positive school cultures, socialization of programs to the school community and stakeholders, and supervision and mentoring of classroom instruction for Grades 1-3 through the Grade IV-VI Peer Learning Program, with a focus on literacy and numeracy.

In the closing remarks, representatives of the Nias Utara Education Office emphasized the importance of translating data and training outcomes into tangible improvements at the school level. School principals are expected to set improvement priorities based on their schools' needs, optimize available resources, and actively engage teachers, parents, and community members in supporting student learning.

Through this training, the KREASI Program in Nias Utara is expected to strengthen principals' leadership capacity and contribute to the creation of learning environments that are safe, supportive, and centered on students' needs. Ultimately, the success of the training will depend on the consistent application of the knowledge gained and the effective implementation of follow-up plans within each school.





KREASI Nias Utara Strengthens Teacher Working Groups as Professional Learning Communities

KREASI Nias Utara is supporting the institutional strengthening of Teacher Working Groups (Kelompok Kerja Guru/KKG) as a platform for teachers' professional development and the improvement of teaching quality. This effort was carried out through an advocacy initiative titled Institutionalizing KKG through Advocacy and District-Level Meetings, held on 15-16 September 2026 in Lotu, Nias Utara.

The activity brought together 13 cluster coordinators representing six subdistricts supported by KREASI Nias Utara. Over the course of two days, participants worked together to evaluate the role, functions, achievements, and challenges of KKGs while identifying opportunities to strengthen their institutional capacity to ensure they remain active and sustainable.

Strengthening KKGs is not merely about rebuilding organizational structures. It is also about ensuring that they function as collaborative learning spaces where teachers can exchange experiences, discuss instructional challenges, and identify solutions that respond to the needs of students and the realities of their schools.

On the first day, participants reflected on the implementation of KKG activities to date, identifying both successful practices and areas requiring improvement. Discussions then focused on mapping future needs and developing Follow-Up Action Plans to guide the continued development of KKG activities.

On the second day, participants explored work-plan development and organizational governance through discussions on the Articles of Association and Bylaws (Anggaran Dasar dan Anggaran Rumah Tangga/AD ART). Topics included the roles and responsibilities of KKG management teams, program planning based on teachers' professional needs, transparent financing mechanisms, and reporting processes as part of organizational accountability.

The AD/ART serves as an important framework to ensure that KKG management has clear goals, directions, and operational procedures. This effort was further reinforced through discussions on the issuance and renewal of official decrees appointing KKG management committees as part of broader institutional strengthening efforts.

For many participants, the workshop provided new insights into both the value of KKGs and the importance of structured organizational management. Yatisokhi Gea, one of the participants, shared that the activity helped deepen her understanding of the purpose and functions of KKGs, as well as the documentation required to manage them effectively.

"I also gained knowledge about program planning and the various documents needed to support KKG activities. This workshop has provided me with new experiences that will strengthen my understanding and ability to develop work plans and KKG documentation in a more systematic and purposeful way," said Yatisokhi.



A similar perspective was shared by Sri Apriliana Zendrato, who noted that the workshop broadened her understanding of the roles and functions within a KKG and how each stakeholder can contribute to strengthening teacher competence and professionalism.

Support for strengthening KKGs was also expressed by the Head of the Nias Utara Education Office, who emphasized the importance of building school cultures that welcome creativity and innovation from teachers. Teachers, he noted, should be encouraged to share ideas with school principals, including during school planning and budgeting processes, so that teaching and learning needs become part of broader educational development priorities.

In the closing session, the KREASI Nias Utara Manager expressed appreciation for the active participation of all participants and facilitators. He encouraged participants to apply the knowledge and experiences gained during the workshop within their respective schools and professional environments and to transform those lessons into innovations that create meaningful benefits for students.

Meanwhile, Adieli Zega, another participant, expressed hope that the momentum generated through the workshop would continue beyond the event itself. He emphasized the importance of ensuring that KKGs become truly active spaces where teachers can learn from one another, share good practices, foster creativity, and collaboratively address educational challenges.

"I hope activities like this will continue beyond the workshop. What we have learned should be implemented through KKG activities in our schools and workplaces so that it can create lasting impact," he said.

Through this initiative, KREASI Nias Utara is promoting the strengthening of KKGs not only from an institutional perspective but also through improved governance, stronger work plans, and greater commitment from both administrators and members. With KKGs that are more active, structured, and sustainable, more teachers will have opportunities to strengthen their professional competencies and deliver high-quality learning experiences, particularly in literacy, numeracy, and character education.



KREASI Nias Utara Promotes Safe and Violence-Free Schools Through Child-Led Campaigns

KREASI Nias Utara continues to promote the active participation of students in violence prevention efforts through its Child-Led Campaigns across 36 schools supported by the KREASI Program. Running from 15 October to 17 November 2026, the initiative provides students with a platform to share anti-violence messages through various creative media while strengthening the implementation of the Safe and Comfortable School Culture (Budaya Sekolah Aman dan Nyaman/BSAN) approach in schools.

The campaign forms part of broader efforts to create educational environments that are safe, comfortable, inclusive, and free from violence. Rather than being passive recipients of information, students are actively involved in identifying child protection issues relevant to their school context, developing campaign messages, and encouraging the school community to prevent all forms of violence.

Throughout the campaign, teachers and education personnel who had previously participated in BSAN training served as facilitators within the School Child Protection Team (Tim Perlindungan Anak Sekolah/TPAS). They guided students through discussions and consultations to explore their perspectives, experiences, and ideas related to violence and its prevention in schools. Based on these discussions, students and facilitators collaborated to develop campaign materials such as posters, slogans, public messages, visual media, declarations, videos, and artistic performances tailored to the needs and context of their respective schools.

The importance of violence prevention was reflected in the experience shared by a Grade 4 student from one of the KREASI-supported schools in Lotu Subdistrict during an interview on 28 October 2026. The student described having experienced bullying in the form of physical aggression from a classmate, an experience that made them feel uncomfortable at school. The student explained that if a similar incident were to happen again, they would choose to report it to a teacher rather than retaliate.

This experience highlights the importance of creating school environments where children feel safe and comfortable and have trusted channels for reporting concerns. It is also a priority for Nila Zendrato, a teacher and member of the TPAS at the school. She explained that the school has implemented various prevention measures, including awareness sessions, the display of "Stop Bullying" posters in classrooms and school bulletin boards, and the provision of a student reporting and suggestion box.



"We have also provided a reporting and suggestion box. If children experience violence and are afraid to report it directly, they can submit a written note instead," Nila explained.

According to Nila, the reporting box is checked every two days. Reports are reviewed and followed up through private conversations with the students concerned. She also encourages students to build friendships without discrimination, treat one another with respect, and care for one another as part of creating a harmonious school environment.

Support for safe and comfortable schools was also expressed by Desmi Misrali, a parent. According to her, a safe and comfortable school is a place where children can learn effectively while feeling understood, valued, and respected. She hopes that children can be protected from all forms of bullying, whether verbal or physical.



"Parents also play a very important role in raising their children. We need to work together with teachers and homeroom teachers to ensure that violence does not occur," she said.

A similar message was shared by another parent, Yuman Nazara, who emphasized that a safe, orderly, and clean school environment contributes positively to children's learning and development. He also highlighted the importance of parents providing guidance, advice, and encouragement for children to engage in positive activities.

"As parents, our role is to guide our children, provide advice, and support them in positive activities," Yuman said.

The perspectives of both parents demonstrate that violence prevention requires collaboration between families and schools. Parents play an important role in guiding and supporting their children, while teachers and TPAS members are responsible for ensuring that schools have accessible prevention and response mechanisms for students.

The Child-Led Campaign is being implemented across 36 KREASI-supported schools located in six subdistricts of Nias Utara. The initiative involves students, teachers, education personnel, and parent representatives. Throughout the campaign, TPAS members and students also conduct reflection sessions to identify lessons learned and determine follow-up actions that can be applied within their schools.



Efforts to build a Safe and Comfortable School Culture do not end with the campaign itself. Through TPAS, schools have committed to continuously raising awareness and reminding all members of the school community about the importance of creating environments that are safe, comfortable, respectful, and harmonious. One practical initiative includes regularly sharing positive messages during school assemblies.

Through these ongoing efforts, the values of the Safe and Comfortable School Culture are expected to become more than campaign messages, evolving instead into everyday habits and practices within school communities. Through this initiative, the KREASI Program continues to strengthen the role of students and the wider school community in creating educational environments that are safe and free from violence. The campaign, which runs until 17 November 2026, is expected not only to increase awareness of bullying prevention but also to foster children's confidence to speak up, strengthen mutual respect, and build a shared commitment to advancing a Safe and Comfortable School Culture across Nias Utara.



KREASI Nias Selatan Delivers 2,700 Books and Discusses Future Initiatives with the Education Office

KREASI Nias Selatan handed over 2,700 copies of quality storybooks representing 30 different titles to the Nias Selatan Education Office on 15 September 2026. The handover ceremony, held at the Education Office, was part of ongoing efforts to strengthen literacy development across the district.

The books will be distributed gradually to 30 KREASI-supported schools in Nias Selatan. In addition to the book handover, KREASI used the occasion to provide updates on program implementation and discuss strategic work plans with the Education Office and other relevant stakeholders.

During the coordination meeting, Mohamad Yagi, Regional Manager for Sumatera Utara at KREASI Save the Children, presented key program achievements and upcoming policy advocacy initiatives. These included the finalization of the Standard Operating Procedure (SOP) for the Safe and Comfortable School Culture Working Group (Budaya Sekolah Aman dan Nyaman/BSAN), as well as continued support for the development of a Regent Regulation (Peraturan Bupati/Perbup) on one year of pre-primary education (PAUD) before primary school.

KREASI also shared plans for future activities that will focus on supporting the development of policies aimed at strengthening continuous professional development for educators.

On the occasion, Nurhayati Telaumbanua, Head of the Nias Selatan Education Office, expressed appreciation for the strong partnership and initiatives implemented through the KREASI Program. According to her, the distribution of 2,700 storybooks will provide valuable support in fostering children's reading habits from an early age.





"We are committed to ensuring that the distribution and utilization of these books are optimized across all partner schools," she said.

Meanwhile, Mohamad Yagi explained that the procurement of the storybooks was specifically designed to help create more engaging learning environments within schools.

"The primary purpose of this book distribution initiative is to support the establishment of active and attractive reading corners in every KREASI-supported school in Nias Selatan. We hope these reading corners will become spaces for exploration that naturally and sustainably nurture children's interest in reading," he said.

The book handover and coordination meeting are expected to further strengthen collaboration between KREASI and the Government of Nias Selatan. Through continued partnership, efforts to strengthen literacy facilities, advance PAUD regulations, and enhance educators' professional capacity can contribute to creating an education system that is inclusive, relevant, and child-friendly.



KREASI Nias Selatan Conducts Workshop to Establish and Strengthen Teacher and Principal Working Groups

KREASI Nias Selatan organized a workshop on the establishment and activation of Teacher Working Groups (Kelompok Kerja Guru/KKG) and School Principal Working Groups (Kelompok Kerja Kepala Sekolah/K3S) on 14-15 October 2026. The workshop was officially opened by Haogö Gamuata Ndruru, Secretary of the Nias Selatan Education Office.

During the opening session, Fransiska Tobing, District Program Implementation Manager of KREASI Nias Selatan Save the Children, highlighted that KKGs and K3Ss are often viewed merely as administrative forums. However, she emphasized that both play a critical role in driving improvements in the quality of teaching and learning in schools.

"Through KKGs and K3Ss, teachers and school principals can strengthen one another, share good practices, and collaboratively identify solutions to challenges encountered in the classroom. Let us use this workshop as an opportunity to reflect honestly on the barriers that have prevented KKGs and K3Ss from functioning optimally," she said.

Fransiska stressed that KKGs and K3Ss should be developed into vibrant, dynamic, and sustainable professional learning communities rather than serving solely as formal meeting forums. Every discussion and activity should lead to concrete actions, including the development of literacy and numeracy intervention strategies that directly contribute to improving student learning outcomes.

Meanwhile, the Government of Nias Selatan, through the Nias Selatan Education Office, expressed its appreciation for the workshop initiated by the KREASI Program. In his official opening remarks, Haogö Gamuata Ndruru encouraged participants to apply the knowledge and outcomes of the workshop in their respective schools.



"We appreciate KREASI for facilitating this activity. We hope this workshop will strengthen participants' motivation and commitment to continuous professional growth, enabling them to apply their competencies in the learning process and create meaningful benefits for students," he said.

A similar message was conveyed by Fadlin Gea, Head of the Office of the Ministry of Religious Affairs of Nias Selatan. According to him, KKGs and K3Ss provide valuable spaces for teachers and school principals to collaborate, build professional networks, and exchange experiences related to teaching and learning in their schools.

"We are very pleased with KREASI's presence and the programs it has implemented to advance education in Nias Selatan. We hope activities like this will continue so that more schools can benefit from similar opportunities," said Fadlin.

The KKG activation workshop was attended by 23 teachers representing KKGs from seven subdistricts: Teluk Dalam, Onolalu, Fanayama, Luahagundre Maniamolo, Maniamolo, Toma, and Mazino.

Through this workshop, KREASI Nias Selatan seeks to strengthen KKGs and K3Ss as collaborative professional learning platforms where teachers and school leaders can continuously enhance their knowledge, skills, and leadership practices. By fostering stronger collaboration and professional support networks, the initiative is expected to contribute to improved literacy, numeracy, and overall learning quality for students across Nias Selatan.





More Than Just Display Pieces: Cultivating a Love of Reading in Pesisir Barat

Every child deserves the chance to discover stories that spark their curiosity, books they want to read again and again, and reading experiences that help them better understand the world. To create more of these opportunities, KREASI Pesisir Barat organized a book distribution event on 24 September 2026. The activity also served as a gathering for school representatives, including principals and teachers, and stakeholders committed to fostering a culture of literacy in the region.

Among those attending was Dian Hardiyanti Dedi, Chair of the Pesisir Barat Family Welfare Movement (TP PKK) and Literacy Ambassador, who expressed her support for efforts to expand children's access to reading materials.



Support also came from the Pesisir Barat Education and Culture Office, the Pesisir Barat Library and Archives Office, and the Pesisir Barat Office of the Ministry of Religious Affairs, represented by Slamet, Head of Islamic Education Affairs.

Slamet shared a memorable message: **"It is okay for books to become worn from being read rather than simply sitting on a shelf as display pieces."**





This simple statement encourages educators not to hesitate in making books accessible to children at school. A book with creased pages and a worn cover is often evidence that it has accompanied many children on their learning journeys. It reflects questions answered, imaginations sparked, and stories that may later be shared with friends. Books should certainly be cared for, but concerns about damage should never prevent children from having the opportunity to read them.

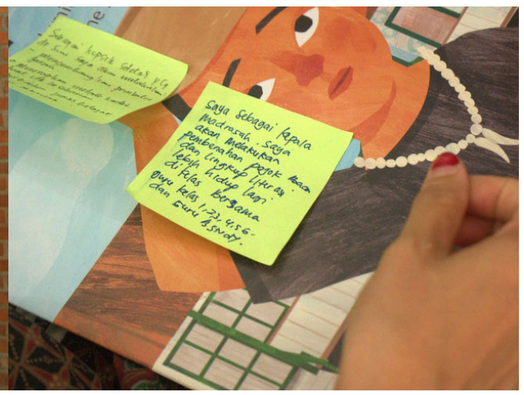
A total of 90 schools received books through the distribution program, while additional books were provided to the mobile library service operated by the Pesisir Barat Library and Archives Office. Through this service, the books are expected to reach even more children and become a closer part of their daily lives.



Of course, distributing books is only the first step. The next challenge is ensuring that children have the time, space, and opportunity to read them. Teachers can encourage students to choose books that interest them, read stories aloud together, or create opportunities for children to share what they have learned and enjoyed from their reading. Simple practices like these can make reading more enjoyable and gradually turn it into a lasting habit.

Through this book distribution initiative, schools, local government institutions, and library services are working together to bring books closer to children across Pesisir Barat. The books distributed do more than expand reading collections. They spark conversations, nurture curiosity, and introduce new stories into children's everyday lives. After all, a single book read today may inspire a lifelong love of reading.







Strengthening Learning Through Meaningful Academic Supervision in Pesisir Barat

For Endang, a principal of a public elementary school in Pesisir Barat, academic supervision was once largely viewed as an administrative monitoring activity. Through her involvement in the KREASI program, however, her understanding of supervision began to evolve. She learned to use observation tools to examine the learning process more comprehensively, paying attention not only to teachers' instructional practices but also to how students engage in learning. These observations then became the basis for reflection and the development of concrete follow-up actions aimed at improving the quality of teaching and learning.

This new perspective inspired Endang to share her experience with fellow school principals. As a group facilitator in the Peer Learning Forum, she supports colleagues who are strengthening their capacity to conduct meaningful academic supervision. Through this mentoring process, she encourages fellow principals to view classroom observations not as an evaluation exercise, but as an opportunity for learning, reflection, and professional growth. Together, they identify practical steps that respond to the needs of both teachers and students.

Endang's commitment became even more apparent when she began supporting three partner schools in her group. At the time, all three schools were facing significant challenges as their buildings were undergoing renovation. As a temporary solution, teaching and learning activities were being conducted in a cooperative building and in local residents' homes. Despite these constraints, Endang continued to mentor the principals, ensuring that academic supervision remained a priority and that efforts to build literacy-rich learning environments continued.

Her support demonstrated that meaningful supervision is not dependent on ideal facilities. Even in temporary learning spaces, school leaders can continue observing classroom practices, reflecting on challenges, and working alongside teachers to improve learning outcomes for students.

Endang's experience illustrates how a commitment to continuous learning can become a catalyst for broader change. When school principals are willing to reflect on their own practices, embrace new approaches, and share their learning with peers, the benefits extend far beyond a single school. Even in the face of limited infrastructure, principals and teachers can continue finding creative ways to strengthen learning and nurture children's love of reading and literacy.

Through the KREASI program, stories like Endang's demonstrate that meaningful academic supervision is more than a management practice. It is a pathway for empowering educators, improving teaching quality, and ensuring that every child has access to a richer and more engaging learning experience.





KREASI Promotes National Curriculum Policy and Learning Outcomes in Tanggamus

KREASI Tanggamus organized an advocacy forum titled “Analyzing the Education Report Card to Support National Curriculum Policy and Student Learning Outcomes” in Tanggamus on 24 September 2026. The event was conducted to support the implementation of the national curriculum while advancing measurable improvements in student learning outcomes through the use of evidence-based data.

According to Suardi, Director of the KREASI Program at LP Ma'arif NU, the advocacy forum brought together 35 stakeholders, including representatives from the Tanggamus Education and Culture Office, the Tanggamus Office of the Ministry of Religious Affairs, as well as educators from primary schools and madrasahs.

"All participants actively engaged in Focus Group Discussions (FGDs), facilitated directly by education expert Mahri Ibrahim, to examine education quality indicators and identify gaps in education service delivery in the field," he said.

Suardi explained that the analysis conducted through the advocacy forum was designed based on the principles of evidence-based policymaking. The forum systematically gathered various good practices that have been implemented in classrooms across KREASI-supported schools in Tanggamus.

"These empirical findings and local learning innovations serve as key references in developing recommendations for future program interventions," he added.

According to Suardi, the strategic ideas and findings generated through the forum will subsequently be consolidated by a national consultant into a policy brief. This comprehensive document is being prepared as an official advocacy resource for policymakers at the local level.

He further explained that the policy recommendations will be formally submitted to the Government of Tanggamus Regency.

"Education quality data should serve as a compass for improving learning outcomes. We hope these policy recommendations can be discussed collaboratively and adopted into concrete local regulations, ensuring that future interventions genuinely address the real needs of children in Tanggamus," Suardi concluded.

Through this advocacy initiative, KREASI seeks to strengthen the use of education data in policymaking, support the effective implementation of the national curriculum, and contribute to sustainable improvements in teaching and learning quality across Tanggamus.







KREASI Tanggamus Strengthens School Leadership Through Training for Primary School and Madrasah Principals

KREASI Tanggamus conducted the Principal Professional Development (PPD) Module II Training from 19-22 October and continued with a second cohort from 28-31 October 2026. The training was delivered in parallel sessions as part of a broader effort to strengthen and transform leadership in primary schools across Tanggamus.

The activity brought together 30 principals from Primary Schools (SD) and Madrasah Ibtidaiyah (MI) across four KREASI intervention subdistricts: Wonosobo, Semaka, Pugung, and Bulok.

Through the training, participants strengthened their managerial and leadership capacities to become data-driven instructional leaders who go beyond administrative responsibilities and focus on improving the quality of teaching and learning.

During the training sessions, principals were equipped with practical skills to design effective classroom observations, facilitate reflective discussions on teaching practices, and provide constructive feedback through strengthened numeracy supervision. These approaches are intended to support continuous improvements in classroom instruction and student learning outcomes.



The training was officially opened by Ashim Baha, KREASI Program Manager at LP Ma'arif PBNU, who emphasized the importance of aligning academic improvement efforts with a positive school environment. He highlighted that efforts to strengthen academic performance must go hand in hand with creating child-friendly learning environments through the implementation of a Safe and Comfortable School Culture (Budaya Sekolah Aman dan Nyaman/BSAN).

"All participants were encouraged to develop blueprints for school cultures that are inclusive, collaborative, and grounded in LP Ma'arif NU's core values of tawassuth (moderation), tawazun (balance), tasamuh (tolerance), and i'tidal (justice and fairness)," Ashim explained.

In addition, the training provided participants with strategies for strengthening parental and community engagement in school improvement efforts. As part of the program's accountability framework, each participant was required to develop an operational Follow-Up Action Plan (Rencana Tindak Lanjut/RTL) to be implemented in their respective schools and reviewed regularly through monthly Peer Learning Forums.

Meanwhile, Suardi, Director of the KREASI Program at LP Ma'arif PBNU, emphasized the importance of adaptive leadership in responding to changing student needs and the growing demand to improve literacy and numeracy outcomes.

"School leaders can no longer function solely as administrators. They must become instructional leaders, teacher mentors, asset managers, and program drivers who ensure that every policy and decision contributes meaningfully to student learning and development," he said.



Through this training, KREASI Tanggamus continues to strengthen the capacity of school and madrasah leaders to drive instructional improvement, support effective supervision practices, and build learning environments that foster stronger literacy and numeracy outcomes for students.

KREASI Ketapang Holds TPD Module II Training



KREASI Ketapang Holds Capacity Building for Local Facilitators Module II (Numeracy) under the Teacher Professional Development (TPD) on 6 October 2026.

The activity was officially opened by the Secretary of the Ketapang District Education Office, Christine Sintari Ellen, who attended on behalf of the local government. In her remarks, Christine emphasized the importance of strengthening the capacity of local facilitators as the frontline actors supporting teachers in improving the quality of learning, particularly in the area of numeracy.



According to her, numeracy is one of the fundamental competencies that must be strengthened to support better student learning outcomes. Therefore, local facilitators play a highly strategic role in ensuring that teacher professional development is implemented effectively and sustainably.

This Module II training focused on strengthening numeracy competencies among local facilitators, who will later support teachers in implementing the TPD program. Through the training, participants gained a deeper understanding of effective numeracy teaching strategies, adult learning facilitation methods, and best practices that can be applied in partner schools.

With the successful implementation of this training, local facilitators are expected to be better prepared to support teachers, enabling continuous improvement in the quality of numeracy instruction and delivering tangible benefits for students across Ketapang District.







KREASI Presents Policy Recommendations to Kayong Utara's Regional Budget Team: Investing in Teachers' Continuous Professional Development

KREASI Kayong Utara held a policy dialogue with the Regional Government Budget Team (Tim Anggaran Pemerintah Daerah/TAPD) of Kayong Utara to advocate for stronger education policies and budget allocations that support Teachers' Continuous Professional Development (CPD). The meeting, held at the Regional Development Planning, Research, and Innovation Agency (Badan Perencanaan Pembangunan, Riset, dan Inovasi Daerah/Bapperida) meeting room in Sukadana on 8 September 2026, served as an opportunity to present policy recommendations aimed at making education planning and budgeting more responsive to the need to improve teaching quality and strengthen student literacy and numeracy outcomes.

The meeting was attended by Erwin Sudrajat, Regional Secretary of Kayong Utara and Chair of TAPD; Erwan Wahyu Hidayat, Head of Bapperida Kayong Utara; Rezky Farnanda, KREASI Kayong Utara Manager; and representatives from relevant local government agencies. During the discussion, data from the Education Report Card (Rapor Pendidikan) and findings from focus group discussions with teachers and stakeholders were used to identify key educational challenges in the district. These findings showed that improvements in teachers' qualifications and certification have not always been accompanied by stronger classroom competencies through relevant and sustained professional development opportunities. As a result, the quality of teaching and learning, particularly in literacy and numeracy, continues to face challenges in many schools.

In his presentation, Rezky Farnanda emphasized that continuous professional development should be positioned as a strategic priority within local education policy and budgeting. Strengthening teachers' competencies cannot rely solely on one-off training activities. Instead, it should be supported through ongoing coaching and mentoring, the optimization of Teacher Working Groups (Kelompok Kerja Guru/KKG) and Learning Communities (Komunitas Belajar/Kombel), as well as lesson study practices that promote continuous improvement in teaching and learning.

"The effectiveness of education spending is determined not only by the size of the allocation, but also by how well programs address real challenges in the field. Investments in teacher professional development should therefore be directed toward improving teaching practices and student learning outcomes," said Rezky.

Through this dialogue, KREASI encouraged the Government of Kayong Utara to optimize education funding through planning informed by Rapor Pendidikan data and the actual needs of schools. Recommendations included strengthening teacher professional development programs, institutionalizing learning communities and lesson study practices, providing regular instructional mentoring by school supervisors and principals, expanding access to reading materials and learning resources, and strengthening results-based monitoring and evaluation systems.





In addition, stronger integration of program planning and budgeting is needed across the Regional Budget (Anggaran Pendapatan dan Belanja Daerah/APBD), the School Operational Assistance Fund (Bantuan Operasional Satuan Pendidikan/BOSP), and other eligible funding sources. Such integration would help ensure that education funding is focused not only on implementing activities but also on sustaining their impact and improving the quality of teaching and learning over time.

Responding to the recommendations, Erwin Sudrajat noted that addressing educational challenges requires systematic planning and cross-sector collaboration. The local government remains committed to following up on the recommendations, particularly those related to targeted budgeting, the strengthening of literacy and numeracy, and the effectiveness of teacher professional development initiatives, while ensuring compliance with regulations governing APBD management.

During the discussion, Bapperida and other relevant government agencies also highlighted the importance of refining planning processes through budget tagging, strengthening measurable and sustainable KKGs and Kombel, and aligning education spending priorities with identified needs and performance targets.

Through this collaboration, KREASI continues to promote a stronger education ecosystem focused on improving teaching quality, learning outcomes, and student development. The dialogue with TAPD represents an important step toward building education budgeting policies that better support teacher capacity development, strengthen the quality of learning, and ensure that every investment in education delivers meaningful benefits for students across Kayong Utara.





Smoke-Protected Schools: For Children's Health and Learning Continuity in Kayong Utara

The recurring haze caused by forest and land fires poses serious health risks for children in Kayong Utara. When air quality deteriorates, the shift to Distance Learning (Belajar Dari Rumah/BDR) often creates additional challenges for both parents and students, affecting children's learning experiences and outcomes.

To help ensure that teaching and learning activities can continue safely in schools, the KREASI Program in Kayong Utara, in collaboration with the Kayong Utara Education Office and the Kayong Utara Health and Family Planning Office, organized a Smoke-Protected School Socialization Session at a public primary school on 14 September 2026.

Through the session, speakers shared practical mitigation measures to help schools transform into learning spaces that also serve as adaptive and protective environments during haze emergencies.

During the presentation, Rezky Farnanda, Project Manager of KREASI Kayong Utara, introduced a technical innovation for creating smoke-safe classrooms as part of a disaster mitigation pilot project that is both affordable and easy to implement.

The event also provided an opportunity for parents to share the challenges they face when their children are required to learn from home during periods of severe haze. One parent, Sumantri, spoke about the difficulties of supporting children's learning while managing work responsibilities.

"Distance Learning makes it difficult for us to supervise and support our children's learning, so they often end up spending more time on their gadgets. At the same time, we still have to work in the fields," said Sumantri.

These reflections further underscored the importance of developing Smoke-Protected Schools as a practical solution that enables children to continue learning safely at school during haze events. The socialization session also strengthened collaboration among schools, parents, community health centers, and relevant government agencies.

Schools were additionally encouraged to regularly update their Basic Education Data (Data Pokok Pendidikan/Dapodik) records to support improvements in school infrastructure and facilities. Moving forward, the Smoke-Protected School model is expected to be replicated across schools throughout Kayong Utara, helping to create learning environments that are healthy, safe, and inclusive for all children.







From Villages to Collective Action: Addressing the Root Causes of Out-of-School Children in Kayong Utara

Out-of-School Children (Anak Tidak Sekolah/ATS) remain a significant education challenge requiring sustained attention and intervention in Kayong Utara. The issue extends beyond access to education services and encompasses children's ability to remain in school, family circumstances, social environments, and geographical constraints. To better understand these contributing factors and develop more effective response strategies, a Development Planning Forum (Musrenbang) on strengthening ATS intervention strategies was convened, bringing together local government representatives, village officials, schools, and other relevant stakeholders.

During the forum, village officials shared firsthand experiences that illustrated how children can become disconnected from education. A village representative from the Karimata Islands described a case in which a child became accustomed to accompanying their father out to sea during the Distance Learning (Belajar dari Rumah/BDR) period and eventually lost interest in returning to school.

Meanwhile, a village official from Simpang Hilir Subdistrict highlighted the experiences of children who accompany their parents to harvest oil palm. As these children begin to see work as a source of income, their motivation to continue their education often declines. These stories demonstrate that the causes of ATS are diverse and must be understood within the realities of each village and community.

In addition to family and environmental factors, data accuracy emerged as an important concern. Outdated civil registration records can create discrepancies between children's actual circumstances and the information recorded in official databases. For example, delays in updating the Family Card (Kartu Keluarga/KK) may affect the accuracy of information regarding a child's educational status. For this reason, the involvement of village governments is essential in supporting data verification and updates in collaboration with schools and other relevant stakeholders, ensuring that interventions are accurately targeted.

MAJELIS DIKDASMEN DAN PNF
PIMPINAN PUSAT MUHAMMADIYAH

This Musrenbang was part of the efforts of KREASI Kayong Utara to strengthen the local education ecosystem and promote cross-sector collaboration. In his remarks, Rezky Farnanda, Project Manager of KREASI, highlighted a range of initiatives implemented to strengthen education, including improving the quality of teaching and learning, enhancing the capacity of school principals and teachers, promoting child protection, and advancing the implementation of a Safe and Supportive School Culture.

Syarifah Masnah, Chair of the Education Consortium, also emphasized the importance of coordination and collective action to ensure that no child in Kayong Utara is left behind in accessing education services.

Meanwhile, Ali Tambas Setiawan from the Regional Development Planning, Research, and Innovation Agency (Badan Perencanaan Pembangunan, Riset, dan Inovasi Daerah/Bapperida) of Kayong Utara explained that the issue of ATS is closely linked to children's initial access to education, their ability to remain engaged in learning, and their transition from one level of education to the next.



The experiences shared by village officials served as an important reminder that addressing the issue of out-of-school children begins with understanding each child's circumstances firsthand, ensuring data accuracy, and identifying the specific barriers faced by families. Villages provide the closest perspective on these challenges, while cross-sector collaboration enables more effective and targeted solutions.

This Musrenbang is expected to serve as a starting point for strengthening coordination and advancing integrated follow-up actions, helping to ensure that no child in Kayong Utara loses the opportunity to access and complete their education.



Literacy Cart Sparks Students' Love of Reading in Kayong Utara



Mornings at a primary school in the Simpang Hilir area of Kayong Utara have become noticeably more vibrant. Smiles and excitement are evident on the faces of students, all for a simple yet meaningful reason: they are thrilled to have access to a collection of new storybooks at school. Filled with colorful illustrations and engaging stories, the books are neatly arranged inside a white Literacy Cart, which has quickly become a favorite attraction among the children.

The wheeled metal cart is not actually new. It was an existing school facility that had long been neglected. Previously, it attracted little interest because it contained only outdated textbooks. The aging collection no longer resonated with students and failed to spark their interest in reading.

Recognizing the untapped potential of the cart, Sarina Sari, a young teacher at the school, took the initiative to bring it back to life. Her efforts were strengthened through support from the KREASI Kayong Utara Program, which provided a collection of fresh and engaging illustrated storybooks. These new books soon became a magnet for students, drawing them eagerly toward reading.

Today, the Literacy Cart no longer sits unused and covered in dust. Operating every school day from 7:00 a.m. to 11:30 a.m., it has been transformed into an interactive mobile library. After the school bell rings, the cart is pushed to classrooms according to a rotating schedule. For 15 to 20 minutes, students are given the freedom to choose and read books that interest them.

The activity goes beyond silent reading. Students are also encouraged to build their confidence by sharing what they have learned from the books with their classroom teachers. When circumstances make it difficult for the cart to move between classrooms, it is parked in a strategic location where students can easily access it.

The children's excitement is evident each time the cart arrives.

Seeing her students so enthusiastic and eager to read because of the new books, Sarina has high hopes for the initiative.

"I hope this Literacy Cart can help increase students' interest in reading and make children enjoy reading even more," she said.

"We hope this activity will continue so that students can enjoy meaningful and enjoyable learning experiences through books."





The transformation of an old cart into a mobile library serves as a powerful reminder that nurturing children's enthusiasm for reading does not always require new buildings or expensive facilities. With the dedication of a committed educator and access to engaging reading materials, the wheels of literacy can begin turning again, bringing new worlds of knowledge and imagination directly to students.







KREASI Halmahera Utara Conducts Pre-Workshop on EDM and ERKAM Development for Partner Madrasahs

KREASI Halmahera Utara conducted a Pre-Workshop on the Development of the Madrasah Self-Evaluation (Evaluasi Diri Madrasah/EDM) and Electronic Madrasah Work and Budget Plan (Rencana Kerja dan Anggaran Madrasah Elektronik/ERKAM) for KREASI-supported Madrasah Ibtidaiyah (MI) on 24 September 2026. The activity aimed to strengthen the understanding of madrasah principals and operators regarding the purpose of EDM and ERKAM as key instruments for accountable school governance and education budgeting.

The event, held at a Madrasah Ibtidaiyah Negeri (MIN) in Halmahera Utara, was officially opened by Rahman Saha, Head of Administration at the Office of the Ministry of Religious Affairs of Halmahera Utara.

In his opening remarks, Rahman Saha emphasized that madrasah principals must have a comprehensive understanding of both the concepts and processes involved in developing EDM and ERKAM. According to him, the quality of a madrasah is largely determined by the extent to which planning is carried out objectively through these two instruments.

"EDM and ERKAM are the heart of a madrasah. They are also an important forum for determining the direction of institutional development. If we are talking about improving the quality of madrasah education, everything begins with EDM and ERKAM. Therefore, EDM must be taken seriously," Rahman stressed.

Rahman also encouraged madrasah management teams to renew their sense of dedication and service in carrying out their responsibilities. He expressed hope that the self-evaluation process would be implemented honestly and thoughtfully to support continuous improvements in the quality of madrasah education across Halmahera Utara.

Through this pre-workshop, madrasah principals and operators are expected to strengthen their ability to identify the priority needs of their respective institutions. As a result, the ERKAM documents they develop can be more accurate, data-driven, and responsive to the real needs of their madrasahs. By aligning planning and budgeting with evidence from the self-evaluation process, madrasahs will be better positioned to improve education quality and support student learning outcomes sustainably.

Wahana Visi INDONESIA

KREASI Strengthens Learning Quality Through Capacity Building for Principals in Halmahera Utara



KREASI Halmahera Utara conducted a Capacity Building Training for School Principals and Madrasah Heads in Tobelo from 5-8 October 2026. The training aimed to strengthen the instructional leadership of education leaders in improving the quality of teaching and learning, particularly in literacy and numeracy, across Halmahera Utara.

Rany Monika Purba, Project Manager of KREASI Halmahera Utara, explained that the four-day training was designed to encourage school principals and madrasah heads to take a more active role in ensuring effective teaching and learning processes. According to her, school leaders are responsible not only for managing facilities and infrastructure but also for focusing on the core purpose of education: improving learning and student achievement.

She emphasized the importance of teachers in the early grades mastering literacy and numeracy modules as part of efforts to strengthen students' foundational skills. In addition, school leaders are expected to prepare students to achieve the minimum standards set for the Academic Competency Test (Tes Kemampuan Akademik/TKA).

"Instructional leadership must become the primary focus of school principals to ensure that children are truly learning in the classroom. School leaders should not only be involved in supervision but also play an active role in planning and developing learning processes within their schools," she said.

Rany further expressed her hope that improvements in learning quality would contribute to better results in the Education Report Card (Rapor Pendidikan), helping schools move from the red category to yellow and eventually achieve green-category performance. She also encouraged schools to strengthen collaboration in support of the Kolaborasi untuk Edukasi Anak Indonesia (KREASI) program and to foster positive communication between teachers and students to create safe and supportive learning environments.



Meanwhile, Devli Novi Koda, Head of the Primary Education Division at the Halmahera Utara Education and Culture Office, reminded participants that educational challenges will become increasingly complex in the future. He noted that Halmahera Utara's current TKA scores remain relatively low, highlighting the need for collaboration among all stakeholders to improve student learning outcomes.

According to Devli, the various training initiatives that have been delivered, including literacy and numeracy modules supported by KREASI, need to be translated into concrete actions within schools.

"If the knowledge and skills gained through training are not implemented by teachers in classrooms, the training will have been in vain. School principals must therefore ensure that what has been learned is shared and applied by all teachers," he said.

He expressed optimism that sustained collaboration would contribute to improved TKA results in Halmahera Utara in the coming years.

On the same occasion, Abdurrahman, Head of the Office of the Ministry of Religious Affairs of Halmahera Utara, emphasized that innovation is a key factor in advancing education. He commended the initiatives undertaken by KREASI, particularly in a context where educational institutions continue to face budget constraints.

According to him, the training provides an important opportunity for madrasah heads to focus more intentionally on improving teaching and learning processes within their institutions. Such efforts, he noted, are essential for raising the quality of education and achieving the desired learning outcomes.

"We greatly appreciate the various initiatives and movements led by KREASI and Wahana Visi Indonesia. Given the budget limitations we face, we encourage all madrasah heads to participate fully in this training so that its benefits can be applied in their respective institutions," he said.

The impact of the training is already being felt by participants. One of the madrasa principals, Suhaimi Djamal, shared that the training has brought about a shift in teachers' perceptions of supervision after participating in the program alongside fellow principals and teachers.

According to her, supervision was previously often viewed as an evaluation process that created pressure and fear among teachers. However, it is now increasingly understood as a tool for learning and professional development.

"In the past, teachers tended to avoid supervision because it was seen as an evaluation of their performance. After participating in the training, supervision is no longer viewed as a burden, but as a necessity for improving teachers' capacity. The focus of supervision has also shifted to understanding how students receive instruction and how classroom interactions take place," Suhaimi explained.

She added that this change in perspective has encouraged her to conduct supervision more actively across all grade levels, rather than limiting it to certain classes.

"I no longer conduct supervision only in the lower grades, but across all classes because I believe this approach is highly effective and helps schools continue to improve and grow," she added.

Through this activity, participants are expected to strengthen instructional leadership in schools and madrasahs, enhance the implementation of literacy and numeracy learning, and contribute to improving the quality of education throughout Halmahera Utara.

Wahana Visi INDONESIA

When Children Find the Courage to Speak Up

Not long ago, when students experienced violence or bullying at school, many did not feel they had a safe place to report their concerns. Some chose to handle the situation on their own, while others remained silent when faced with harmful treatment from their peers. However, as child safeguarding practices have been strengthened at a public primary school in Halmahera Utara, this situation has gradually changed, creating a learning environment that is safer, more inclusive, and more responsive to children's needs.

The transformation began with a child protection campaign that combined engaging activities with learning opportunities. Through games and interactive sessions, students gained a better understanding of bullying, violence, and their right to feel safe at school. The campaign also highlighted the importance of preventing violence against children and encouraged students to speak up when they encounter situations that make them feel unsafe.

One student shared, "Besides playing games, we also learned about bullying." Another noted that the activity taught them about the importance of preventing violence.

Change accelerated when teachers received training on child protection and the school established a School Child Protection Team (Tim Perlindungan Anak di Sekolah/PAS). When asked about conditions at the school today, students said that teachers no longer use violence. More importantly, they expressed confidence that if violence were to occur in the future, they would feel comfortable reporting it to a teacher or a member of the PAS Team. This reflects a growing trust in the protection mechanisms now available within the school.

One of the PAS Team's key initiatives was the creation of a dedicated child protection room. The idea emerged after school staff learned that reporting child protection concerns in an open staff room could compromise a child's privacy and sense of security.



With the support of the school principal, an unused school health unit room was converted into a PAS Team space. The room was redesigned with fresh paint and child-friendly educational illustrations, creating a welcoming environment where children can play, learn, and discuss any challenges they may be facing. A designated teacher is often present in the room, making it easier for children to access support whenever they need it.

In addition to providing a safe and supportive space, the school has strengthened its safeguarding system by developing a Safe and Supportive Behavior Code of Conduct, establishing reporting procedures and Standard Operating Procedures (SOPs) for case management, and appointing a dedicated safeguarding focal point.

The school has even taken the initiative to print and display the Safe and Supportive Behavior Code of Conduct on large banners throughout the school so that it can be seen and understood by all members of the school community. This demonstrates that child protection is no longer just a concept or a training topic, but has become an integral part of the school's systems and culture.

According to Elfan Kerajaan, the school principal, the dedicated child protection room and PAS Team have made a tangible difference in creating a safe and supportive learning environment. Children now have a private and trusted space for reporting concerns, while teachers and other members of the school community have become more aware of child protection issues and their shared responsibility in addressing them.

DThe results are increasingly visible. Children are more confident in speaking up about problems they face, teachers are more responsive to safeguarding concerns, and the entire school community is developing a stronger awareness that maintaining a safe and violence-free school is everyone's responsibility.

For this school, the most significant change is not the existence of new documents, banners, or a dedicated room. The greatest achievement is the establishment of a child protection system that children trust. When students feel safe enough to speak, know where to seek help, and have confidence that the school will protect them, the school has taken an important step toward becoming a truly child-friendly and protective learning environment.



41 Schools in Halmahera Utara Declare a Safe and Comfortable School Culture, Engaging 5,475 Children

Efforts to create educational environments that are safe, supportive, inclusive, and free from violence continue to gain momentum through the Safe and Comfortable School Culture (Budaya Sekolah Aman dan Nyaman/BSAN) Campaign under the KREASI Program in Halmahera Utara. The initiative promotes the active involvement of school communities, parents, local communities, and government institutions in creating learning environments that prioritize children's well-being, participation, and protection.

Since the launch of the campaign, 41 schools have conducted BSAN campaigns and officially declared their commitment to a Safe and Comfortable School Culture. In addition, 43 schools have established child protection policies. The campaign has engaged 5,475 children, 516 parents and caregivers (88 men and 428 women), 133 members of School Child Protection Teams (Tim Perlindungan Anak di Sekolah/PAS), and 123 partners and stakeholders.

Campaign activities were delivered through educational sessions based on age-appropriate modules tailored to different grade levels. Students in Grades 1 and 2 learned about body safety and personal boundaries through songs, movement-based activities, and body mapping exercises that helped them understand which parts of the body are private and should not be touched by others.

Students in Grades 3 and 4 explored different forms of violence and participated in school mapping activities to identify locations within the school environment that could potentially become unsafe spaces or areas where violence might occur.

Meanwhile, students in Grades 5 and 6 learned to recognize different forms of violence and develop safe behaviors to protect themselves and their peers through an interactive Child Protection Snakes and Ladders game. Parents attending the campaign also received information on child protection and were given opportunities to observe and participate in their children's learning activities.

The campaign was facilitated by the PAS Teams in collaboration with KREASI Wahana Visi Indonesia (WVI). The broader BSAN intervention includes strengthening school governance and leadership, enhancing teachers' capacity to implement positive and non-violent teaching practices, promoting meaningful student participation, and increasing the engagement of parents and communities in creating safer learning environments.

The Regent of Halmahera Utara expressed appreciation to Wahana Visi Indonesia, through the KREASI Program, for its efforts to help schools become safer and more supportive spaces for children. He emphasized that every child has the right to be treated equally by teachers and to attend school without fear, intimidation, or emotional distress.



Support for education and child protection was also demonstrated during a visit by the Head of the Office of the Ministry of Religious Affairs of Halmahera Utara to a KREASI-supported Madrasah Ibtidaiyah (MI). During the visit, he commended the implementation of the BSAN campaign and expressed his commitment to communicating classroom infrastructure needs with village governments to help improve learning facilities.

Through the BSAN Campaign, the KREASI Program aims to ensure that schools are not only places where children gain knowledge, but also environments that protect, respect, and empower every child to learn, grow, and thrive in safety and comfort.





KPD Collaboration Supports Children's Right to Legal Identity in Pulau Morotai

A child may already be attending school and learning alongside their classmates, yet still not be formally recorded in the education system. In Pulau Morotai, this situation has been identified among children who do not yet have birth certificates. As a result, they are not registered in the Basic Education Data System (Data Pokok Pendidikan/Dapodik), are excluded from student assessment records, and risk being unable to obtain academic certificates upon graduation. This situation also affects the identification of Out-of-School Children (Anak Tidak Sekolah/ATS), as children who are actually enrolled in school may mistakenly be recorded as out of school.

To address this challenge, the Regional Education Consortium (Konsorsium Pendidikan Daerah/KPD), in collaboration with KREASI Morotai, has been promoting children's access to legal identity documents through civil registration services delivered directly to schools. Birth certificate and Child Identity Card (Kartu Identitas Anak/KIA) registration services were provided through a series of outreach campaigns in three subdistricts: Morotai Selatan Barat, Morotai Utara, and Morotai Jaya.

These activities were integrated with the 13-Year Compulsory Education and Joyful Transition from Early Childhood Education (PAUD) to Primary School Campaign on 14 September 2026, the Safe and Supportive School Culture (Budaya Sekolah Aman dan Nyaman/BSAN) Campaign in Morotai Utara on 29 September 2026, and a similar campaign in Morotai Jaya on 14 October 2026.

Yeni Djelalu, Program Manager of KREASI Morotai at Stimulant Institute, expressed appreciation for the collaboration between KREASI and KPD in supporting children's access to legal identity documents.

"We highly appreciate the strong collaboration between the Regional Education Consortium and KREASI in ensuring that school-age children obtain birth certificates and Child Identity Cards, both of which will provide important benefits for their future," said Yeni.



Meanwhile, Henry Gabriel, Local Government and Policy Specialist for the KREASI Program at Save the Children, explained that the campaigns aimed to raise awareness among parents and early childhood education stakeholders while also encouraging supportive policies. However, the implementation process revealed that some children in Morotai still do not have birth certificates and have not enjoyed equal access to early childhood education services.

According to Henry, these challenges require collaborative solutions that address both civil registration and educational access.

"That is why we are collaborating with the Education Consortium to jointly support children who are not yet enrolled in school, both by helping them obtain civil registration documents and by expanding their access to education," he said.

As a result of these activities, 112 children were registered for birth certificate processing and 122 children for Child Identity Cards. All data have been submitted into the system for further processing. Of these, 45 children came from schools under the Morotai Education and Culture Office, while five children were enrolled in madrasahs under the Ministry of Religious Affairs that are supported by KREASI Morotai.

Through the collaboration between KREASI and KPD, civil registration services are expected to help ensure that children obtain legal identity documents and gain access to essential education services. Securing these documents is an important step toward ensuring that children who are already attending school are properly recorded in the education system and can fully exercise their rights as learners.

KREASI and KPAI Strengthen an Integrated Child Protection System in Morotai



As part of ongoing efforts to strengthen a more integrated and systematic child protection system, KREASI Morotai organized a capacity-strengthening workshop for the Regional Technical Implementation Unit for Women and Child Protection (Unit Pelaksana Teknis Daerah Perlindungan Perempuan dan Anak/UPTD PPA) and the Safe and Comfortable School Culture Working Group (Kelompok Kerja Budaya Sekolah Aman dan Nyaman/BSAN) from 20-22 October 2026 in South Morotai.

The workshop featured a Commissioner of the Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia/KPAI) as a resource person, sharing perspectives, experiences, and lessons learned on strengthening child protection systems. Through this forum, participants discussed challenges in implementing child protection policies within the context of Pulau Morotai and collaboratively developed an integrated Child Protection Standard Operating Procedure (SOP) to support the creation of learning environments that are safe, supportive, and aligned with the best interests of children.

Dian Sasmita, Commissioner of KPAI, emphasized that effective child protection requires a shared perspective and strong commitment from all policymakers. According to her, responsibility for protecting children cannot rest with a single institution but must be supported through cross-sector collaboration.

"Child protection is everyone's responsibility. Therefore, a shared perspective and strong commitment from all policymakers are essential. Collaboration and multi-sector partnerships must be strengthened to support child protection efforts in Pulau Morotai," said Dian.

She also highlighted that the responsibility to protect children extends beyond their immediate environment. At a time when crimes against children can cross national borders, broader cooperation is needed to ensure that every child receives adequate protection.



"Everyone has a responsibility to ensure that children can grow and develop optimally and are protected from all forms of violence. There is a saying that it takes a village to raise and protect a child. However, when crimes against children cross national borders, it takes the cooperation of the entire world to ensure that every child is protected," Dian stressed.

On the final day of the workshop, participants developed an integrated referral system SOP and child protection policy framework as a practical step toward strengthening coordinated child protection services. The SOP is intended to serve as a guideline for service providers in carrying out their responsibilities, including providing support and assistance to child victims.

Dian explained that SOPs must be clear, easy to understand, and practical enough to guide implementation effectively. Clearly defining responsibilities, work processes, quality standards, and expected outcomes is essential to ensuring that protection services operate consistently and efficiently.



"SOPs are important because they serve as a working tool for service providers delivering a range of services, including support for victims. Developing SOPs that are clear, easy to understand, and operational will help improve service delivery to the community. Therefore, SOPs should clearly explain who is responsible, what actions need to be taken, what quality standards must be met, and what outcomes are expected. Although developing SOPs is not always easy, a well-designed SOP will make service implementation much more effective. It is also important to recognize that SOPs are not fixed documents. They can and should be adapted to changing circumstances and emerging needs," she said.

Through this activity, strengthened institutional capacity is expected to enhance the role of the local government in ensuring the fulfillment of children's rights and protection across Pulau Morotai. This commitment must be translated into policies and services that protect every child from violence, discrimination, neglect, and all other forms of abuse.

"Local governments need to strengthen both their commitment and their perspective on child protection so that their contribution to these efforts continues to grow. Child protection means ensuring that every child can live safely, enjoy their fundamental rights, and be protected from all forms of violence, discrimination, and other harmful treatment," Dian concluded.

Nuryati's Story: From Classroom Observations to Peer Learning Forum

Since 2006, Nuryati has served as principal of a school that is now supported by KREASI Morotai. Every six months, she conducts academic supervision to review lesson preparation and classroom learning processes using supervision instruments provided by the Morotai Education and Culture Office.

According to Nuryati, before KREASI's intervention, teachers' attention was largely focused on completing lesson planning documents. Once teachers had prepared instructional plans, such as Lesson Plans (Rencana Pelaksanaan Pembelajaran/RPP), classroom teaching generally followed what had been written in those documents.

"In the past, the priority was simply to deliver the lesson content. Whether students truly understood it or not was not always given much attention," she recalled.

A similar situation could be seen in literacy activities. Although a daily 15-minute reading activity was already in place, students in Grades 1, 2, and 3 were often asked to read independently without guidance from their teachers.

"The children usually just read on their own, so they tended to lose interest and become less engaged," she explained.

Reading corners were also underutilized. While the school had learning materials and teaching aids available, many of these resources were not yet being fully integrated into classroom instruction.

Through KREASI's training and mentoring activities, Nuryati began using classroom observation sheets to examine teaching and learning processes more closely. These observations helped her identify several areas that still required improvement.

"Using the supervision observation tools provided by KREASI, I found that some teachers were not conducting lesson introductions effectively, had not yet fully mastered classroom management, were not establishing agreements with students before lessons began, and were still facing other challenges in implementing effective teaching practices," she said.

Before receiving support from KREASI, findings such as these often remained within individual schools. School supervisors were not always able to visit schools regularly, meaning that supervision findings were not consistently discussed or followed up on collectively.

This is where the Peer Learning Forum became particularly valuable. The forum brought together clusters of principals from KREASI-supported schools in their second year of implementation. During these sessions, principals shared observations and experiences from their respective schools and discussed teaching practices as well as practical ways to improve them.

"Teachers have always maintained documents such as syllabi, agendas, teaching journals, and attendance records. In the Peer Learning Forum, however, we discussed not only the documents themselves but also how teachers actually implement them in the classroom, including how they manage learning and deliver lessons. The forum helped us realize that supervision is not only about administrative completeness but also about how teaching is carried out in practice," she explained.



One of the topics discussed was the use of learning media in classroom instruction.

"After participating in Peer Learning, I encouraged teachers to make greater use of teaching and learning media, including projectors and televisions that were already available at school. I encouraged them to think creatively about how these resources could be used to increase students' interest in learning," Nuryati said.

She also introduced teachers at her school to a simple learning activity involving syllable cards made from paper and attached to cardboard. The cards can be shuffled, and students are asked to rearrange them to form words. The activity serves as an example of a simple yet effective strategy for actively engaging children in learning.

In addition to teaching media, supervision findings also highlighted the importance of reflection at the end of lessons. Based on Nuryati's classroom observations, some teachers were still not conducting end-of-lesson reflections to assess students' understanding of the material.

"In the Peer Learning Forum, we discussed the fact that some teachers were not yet carrying out reflection activities at the end of lessons. Reflection is important because it helps teachers assess how well students understand the material and forms part of the learning assessment process. For example, after reading an article, students can be asked to identify a new word from the text and break it into syllables. The word 'sepatu' can be divided into 'se-pa-tu,' and students can clap along to identify the number of syllables," she said.



Teachers were also encouraged to use simple learning materials that are familiar to children. For example, when teaching vowel sounds, they can use pictures of fruits such as mangoes and oranges and ask students to identify the names and colors of the fruits while finding the vowels within each word. Approaches like these encourage children not only to listen to explanations but also to observe, respond, and discover concepts on their own, making learning more memorable.

The ideas and discussions generated through the Peer Learning Forum were then brought back to Nuryati's school. During subsequent supervision visits, she observed that teachers in Grades 1 and 2 had begun using projectors as part of their lessons.

The same supervision process also revealed significant improvements in the way 15-minute literacy sessions were conducted in Grades 1, 2, and 3. Following KREASI's mentoring support, students were organized into groups, and teachers began reading stories aloud while children listened and followed along. Literacy activities were no longer limited to independent reading; teachers became active facilitators of the learning process.

Changes could also be seen in the use of reading corners. Previously, teachers had shown limited initiative in developing and utilizing these spaces. After receiving mentoring support, however, they began integrating reading corners more effectively into classroom learning activities.

"In my view, KREASI's support has made teaching practices more purposeful. Through the program, I gained knowledge and ideas that I then shared with teachers. I remind them that effective teaching requires building positive relationships with children and establishing agreements that help students respond positively during learning," she said.

For Nuryati, this experience demonstrates how findings from supervision can become valuable learning opportunities, generating ideas that can be brought back to schools and tested in real classroom settings.

Ultimately, she believes that lesson plans and teaching documents remain important. However, documentation is not the final goal. What matters most is how learning plans are implemented in the classroom, how students respond to them, and what teachers can improve when existing approaches are not helping children learn effectively.

"The most important thing is not simply having the documents, but ensuring that learning truly happens and that every child has the opportunity to engage, understand, and grow," Nuryati reflected.

Sahari's Story: Learning to Supervise and Growing Through Peer Learning

Since 2006, Sahari has served as principal of a Madrasah Ibtidaiyah (MI) that is now supported by KREASI Morotai. With a high school diploma as her highest educational qualification, she initially felt uncertain about her ability to fulfill the responsibilities of leading a madrasah.

"At first, I lacked confidence because I am a madrasah principal with only a high school education. Through KREASI's training, I gained valuable experience and renewed motivation," she explained.



One of the most significant changes that came through KREASI's training and mentoring was Sahari's introduction to academic supervision. Prior to joining the program, she had never conducted teacher supervision and had little understanding of how the process should be carried out.

"Since becoming a madrasah principal, this was my first experience conducting supervision. Everything I know about supervision came from KREASI. At first, I felt it would be difficult because I had never done it before," she said.

Her uncertainty was also shared by the teachers. Before the first supervision sessions took place, many teachers asked him what the process would involve. Sahari encouraged them to teach as they normally would while she observed the learning process in the classroom.

"When I first planned to conduct supervision, teachers kept asking how they would be supervised. I simply told them, 'Just teach as you learned during the KREASI training.' To be honest, I was still uncertain myself. I kept wondering how I should supervise, how I should assess teaching, and what exactly I should be looking for. But I followed the observation tools provided by KREASI and carried out the process as instructed," she recalled.

The classroom observation tool became one of the most valuable resources in helping Sahari understand what effective supervision looks like. Using the instrument, she learned to observe how teachers entered the classroom, managed learning activities, and delivered lessons to students.



"The supervision process became much easier because of the observation tool provided by KREASI. Without it, we wouldn't have known what supervision should look like, how to conduct it, or what should be assessed. KREASI gave us both the tools and the guidance, and that helped us understand the process. I even found myself wondering why we hadn't been doing things this way years ago," she said.

Through these observations, Sahari began noticing aspects of classroom practice that she had not previously considered. He also started documenting supervision activities through photographs and videos to support reflection and follow-up discussions.

At first, supervision made teachers nervous. Over time, however, they became more comfortable with the process. Sahari also observed a growing enthusiasm among teachers to learn and improve their practice. She often saw teachers independently reading and reviewing literacy training modules outside of formal training sessions.

"The teachers are much more motivated now. I often see them reading and studying the literacy training modules on their own. I always encourage them to stay enthusiastic because the knowledge they gain can be applied in their daily teaching and help make learning more engaging for the children," she said.

These experiences helped Sahari realize that supervision should not be viewed as a one-time activity. Instead, it should be an ongoing cycle of observation, reflection, and improvement. Following each supervision session, she and her teachers revisit the findings together and discuss ways to strengthen classroom practice.

"My goal is to supervise every teacher once a month. So far, I have supervised only three teachers, but I intend to observe every classroom. This is not because KREASI asked me to do it. It is my own initiative because I see the value of making supervision a regular practice," she explained.

The transformation extends beyond her commitment to conducting regular supervision. Through the Peer Learning Forum, Sahari has found a space where she can exchange ideas with fellow principals, discuss challenges openly, and seek advice from colleagues facing similar situations.

"We can come together, exchange ideas, discuss challenges, and receive suggestions from one another. Now, we are no longer hesitant to speak openly or hide the difficulties we face," she said.

The ideas generated through these peer learning discussions are then brought back to the madrasah and translated into action. Sahari has encouraged teachers to make better use of available teaching and learning resources, including storybooks, letter cards, number charts, and reading corners.

She has also become more actively involved in monitoring literacy instruction in the early grades. When visiting Grades 1 and 2, for example, she invites students to come forward and demonstrate their letter-writing skills so she can better understand their learning progress.

"In Grades 1 and 2, I ask students to come to the front and write letters, and I can see that they already recognize them. I tell early-grade teachers to spend time helping children learn the alphabet and practice reading. When children can read, they become excited about going to school. If they struggle with reading, they often lose motivation to attend," she said.

For Sahari, the journey has been both professional and personal. What began as uncertainty about conducting supervision has evolved into a growing confidence in observing classroom practice, engaging teachers in reflection, and planning regular supervision activities.

She acknowledges that she still has much to learn, particularly in assessing teaching quality, understanding effective instructional practices, and strengthening her supervision skills. Yet the experience of conducting supervision for the first time has given him the foundation to continue growing in her role as a school leader.

Ultimately, Sahari's story demonstrates how practical mentoring, peer learning, and structured supervision tools can build confidence and strengthen leadership. By taking the first step and learning through experience, she has begun transforming supervision from an unfamiliar concept into a regular practice that supports continuous improvement in teaching and learning at her madrasah.

Ema's Story: Tailoring Learning to Students' Needs Through KREASI



Since September 2023, Ema has been teaching at a Madrasah Ibtidaiyah (MI) supported by the second year of the KREASI Morotai Program. From the beginning of her teaching career at the school, she has taught Fiqh across all grade levels. In 2025, she was also appointed as the homeroom teacher for Grade 1, which currently consists of 16 students.

Before participating in KREASI's training and mentoring activities, Ema taught reading by closely following the textbook. She would immediately ask students to sound out words without first determining whether they had mastered letter recognition. As a result, classroom activities were not tailored to the individual learning needs of students.

"In the past, I would go straight to teaching children how to sound out words without first helping them recognize letters and gradually build their reading skills," Ema recalled.

Through KREASI's training and mentoring, Ema began to understand the importance of identifying students' existing abilities before planning learning activities. She started conducting assessments to better understand each child's reading level. The results revealed that of the 16 students in Grade 1, only two were already able to read words, while the others were still at the stage of recognizing letters.

"Now I start with an assessment, so I can understand where each child is in their learning journey. I know which students are still learning letters and which have progressed to reading words," she explained.

Ema conducts these assessments naturally during lessons without informing students that they are being evaluated. She uses storybooks to engage children's interest while observing how they respond to unfamiliar words. Through this process, she discovered that students were often able to understand new vocabulary by connecting it to their everyday experiences.

For example, when discussing the word "menjerat" (to trap or ensnare), students related it to the fishing activities they were familiar with. Ema was surprised to discover how well they understood the concept using their own local expressions.



"There were many words the children had never heard before, but they understood them through their daily language. When I asked about the word 'menjerat,' some students said, 'We call that catching fish with a net.' I was surprised because it showed they actually understood the meaning," she said.

In addition to helping Ema better understand her students' abilities, KREASI introduced her to new ways of creating a more engaging learning environment through the use of a reading corner. Before attending literacy training sessions, she had never seen a reading corner in practice or learned how it could be used to support classroom learning.

Creating the reading corner, however, presented its own challenges. The school operates with limited resources, and both teachers and the principal hold non-permanent positions. As a result, they had to find ways to gather the necessary materials themselves. Some supplies, including used plastic bottles, paint, and paper, were collected from available resources or purchased using their own personal funds.

The KREASI training provided Ema with practical ideas for creating and utilizing a reading corner as part of literacy instruction. Together with her fellow teachers, she transformed available materials into a welcoming learning space.

"Teachers worked together to create the reading corner. Even though our resources were limited, we remained enthusiastic and supported one another throughout the process," she said.

Once the reading corner was established, Ema began incorporating it into literacy activities. She used letter cards and number cards as learning tools. The walls of the reading corner featured alphabet trees and number displays designed to help students recognize letters and numbers. Students were encouraged to pick a card and match it to the corresponding letter or number displayed on the wall.

The reading corner quickly became a new and exciting space for students. Ema observed that children were increasingly interested in spending time there and participating in learning activities. She also noticed a significant rise in classroom engagement. Previously, only nine or ten of the sixteen students typically participated actively during lessons.

This experience transformed the way Ema approaches literacy instruction. She came to realize that teaching reading involves much more than asking children to sound out words or follow textbook exercises. Effective literacy instruction begins with understanding students' existing abilities and designing learning activities that respond to their individual needs.



With the knowledge and skills gained through KREASI, Ema now has a clearer and more purposeful approach to supporting young learners as they develop their reading abilities. Her experience demonstrates how thoughtful assessment, engaging learning environments, and teacher support can help ensure that every child is given the opportunity to learn at a pace and level that suits their needs.

Darma's Story: Driving Changes in Teaching Practices Across Schools in Morotai



Since 2025, Darma has served as a Primary School Supervisor at the Morotai Education and Culture Office. Through her school visits, she observed that teaching and learning in many schools remained largely teacher-centered.

Teachers typically delivered lessons while students listened and took notes. Darma also noticed that teachers' understanding of assessment practices needed strengthening. For example, if a teacher wanted to determine whether students could read, the appropriate approach would be to ask them to read and then assess their comprehension through discussion or questions. In practice, however, students were sometimes simply asked to write, which did not accurately measure the reading skills teachers intended to assess.

These observations motivated Darma to strengthen her own knowledge and skills. In 2026, when the KREASI Morotai Program opened applications for Local Teacher Facilitators (Fasilitator Daerah/Fasda Guru), she decided to apply and was selected.

"I found the opportunity very interesting. I felt it would be a good place to learn more about literacy and numeracy teaching approaches for teachers. That's why I applied," Darma explained.

For him, the role of Fasda Guru was highly relevant to her responsibilities as a school supervisor. Through KREASI's training, she deepened her understanding of literacy and numeracy instruction while also gaining practical skills to mentor and support primary school teachers.

One of the key lessons Darma gained was the importance of conducting assessments to understand students' abilities before determining instructional approaches. As a Fasda Guru, she applied this learning while mentoring teachers in a school cluster in South Morotai Subdistrict.

She encouraged teachers to implement differentiated learning, using assessment results to adapt instruction to students' varying levels of understanding. Students within the same classroom often have different learning needs, making it ineffective to assess everyone using the same method. Through her mentoring, Darma observed teachers gradually becoming more aware of this reality and beginning to adapt assessment tools when they realized their existing approaches did not accurately reflect students' abilities.

Changes were also evident in classroom teaching methods. Teachers who had previously focused heavily on writing exercises began introducing more interactiv

activities, such as shared reading, word-guessing games, and vocabulary exploration.

During a reflection session, one teacher remarked:

"Previously, we mostly asked students to write. Now we've realized that activities such as word games, learning vocabulary meanings, and reading together are strategies we can actually use in our classrooms."

Darma also observed teachers becoming more creative in their use of learning media. One example involved a ball-throwing vocabulary game. Students who caught the ball were asked to explain the meaning of a particular word before tossing the ball to another student while singing together. Activities like these illustrated how teachers were beginning to make learning more engaging, interactive, and student-centered.

Beyond teaching methods, Darma also witnessed improvements in learning environments. During school visits in West South Morotai Subdistrict, she heard teachers describe how, before receiving KREASI support, they relied only on whatever teaching materials happened to be available.

Reading books, for example, were often kept in the library because teachers worried they might be damaged if placed in classrooms. Today, many teachers are bringing books directly into their classrooms and enriching their learning spaces with literacy materials displayed on classroom walls. In response, Darma has encouraged teachers to establish classroom agreements and strengthen classroom management practices so that students learn to use and care for books responsibly.

PShe observed similar changes across other partner schools. Classrooms that previously contained very few learning resources have gradually been enhanced with reading materials and literacy displays. Some schools have also introduced simple routines before lessons begin, such as asking students to identify and read letters posted around the classroom.

Seeing this progress, Darma recognized the importance of ensuring that the practices introduced through KREASI continue beyond the training and mentoring period. As a school supervisor, she uses school visits to monitor the sustainability of literacy initiatives and other improvements. She has also adopted a more structured approach to supervision by establishing clear objectives and targets for each school visit.

"One of the things I appreciate most about KREASI is its clear direction. After the training, there is always follow-up, with specific targets to achieve within a certain timeframe. The process is clear and step-by-step. It made me think that I should use a similar approach in my work as a supervisor. Now, when I visit schools, I try to establish clear goals and targets so teachers understand what we are working toward together," Darma explained.

The knowledge she gained through KREASI has also influenced her work as a junior secondary school English teacher. Previously, teaching at the secondary level relied heavily on digital media and projectors. Following the training, Darma recognized that literacy-rich and numeracy-rich learning environments can also be developed in junior secondary schools by adapting content to students' needs through tools such as charts, infographics, and reading materials connected to classroom subjects.

She has also applied assessment principles in her own teaching. Darma discovered that some junior secondary students in Morotai were still struggling with basic reading skills. By conducting assessments, she was able to identify students' reading levels, ranging from letter recognition to word reading. These findings allowed him to tailor instructional approaches more effectively. Although KREASI's training materials were originally designed for primary schools, she adapted the strategies to suit older learners, such as selecting reading materials based on students' interests.

"There are junior secondary students in Morotai who still cannot read. Cases like this are not uncommon. The assessment approaches I learned through KREASI's Fasda Guru training have helped me identify students' reading levels, whether they are still recognizing letters or already reading words. Once we understand their level, we can determine the most appropriate support and teaching approach," she said.

For Darma, becoming a KREASI Fasda Guru has provided an opportunity to strengthen her own capacity while bringing new knowledge into her work as a school supervisor. She not only supports teachers in experimenting with more effective learning approaches but also encourages schools to sustain these practices after formal mentoring has ended.

Through the combined roles of facilitator, teacher, and supervisor, Darma is helping ensure that the changes introduced through KREASI become embedded in everyday classroom practice. Her experience demonstrates how strengthening educational leadership and professional support systems can contribute to lasting improvements in teaching and learning across schools in Morotai.

KREASI

Kolaborasi untuk Edukasi
Anak Indonesia

KREASI (Collaboration for the Education of Indonesian Children) is a program aimed to improving education quality by strengthening literacy, numeracy, and character building across eight districts in four provinces of Indonesia. KREASI is managed by Save the Children, implemented by local partners, and funded by Global Partnership for Education (GPE), with supported by Indonesia Local Education Group (LEG), led by the Ministry of Primary and Secondary Education (Kemendikdasmen) and the Ministry of Religious Affairs (Kemenag).

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